

Agency Strategic Plan

Department of Correctional Education

Agency Mission, Vision, and Values

Mission Statement:

The Department of Correctional Education's mission is to provide quality educational programs that enable incarcerated youth and adults to become responsible, productive, tax-paying members of their communities

Agency Vision:

Building on more than 30 years of providing quality educational services throughout both the Virginia adult and juvenile correctional systems and with a continued commitment to excellence, the Department of Correctional Education aspires to provide the highest quality of educational services possible in the Commonwealth's correctional systems. To achieve this goal, DCE must assure that the most up-to-date instructional strategies, instructional technology and materials, and outstanding educational leadership are provided.

DCE aspires to increase the levels of educational preparedness in order to provide students with the tools to become responsible, productive, tax-paying members of their communities. In achieving this goal DCE will improve the opportunities for successful reintegration and reduce the risk of future criminal recidivism.

DCE will pursue its goals of exemplary management of both state and federal resources. In achieving this goal we will meet clearly established and measurable objectives and outcomes.

DCE will recruit and retain highly qualified educational leaders and instructional staff. To achieve this goal we will provide competitive salaries & on-going professional development.

Agency Executive Progress Report

Current Service Performance

The Department of Correctional Education provides a broad array of programs in all of the major correctional facilities, both juvenile and adult, as well as programs in many of the adult community corrections sites. Over the past ten years DCE has expanded its youth programs significantly to address the changing needs of the population under the jurisdiction of the Department of Juvenile Justice, adding a high diploma program at each of the eight high schools. Unfortunately, many of the adult programs have been cut or relocated during that period due to mandated budget cuts. There are currently DCE programs operating in 30 major correctional institutions, 11 correctional units, four detention centers, five diversion centers, and 12 day reporting centers in the Department of Corrections. DCE also operates eight schools and one reception and diagnostic center in the Department of Juvenile Justice.

The 1991 Virginia General Assembly statutorily designated the Department of Correctional Education as a local education agency (LEA). As an LEA the DCE operates in accordance with policies set forth by the Board of Correctional Education. The agency also complies with the Standards of Accreditation (SOA), Standards of Quality (SOQ), and Standards of Learning (SOL) as established by the Virginia Board of Education in each of the juvenile facilities.

The adult schools offer academic programs, including a functional literacy program, adult basic education, preGED and GED classes, and a limited number of postsecondary programs. During fiscal year 2003-2004 there was a total of 13,434 students enrolled in adult academic programs with a completions rate of 36.3%. Of that number, 4,026 students were enrolled in the Functional Literacy Program and 18.6% completed the program. Additionally, many inmates complete various levels of adult basic education. The current percent of completion for each level is:

- Level I (grade equivalent: 0.0-1.9) 15.3%
- Level II (grade equivalent: 2.0-3.9) 17.0%
- Level III (grade equivalent: 4.0-5.9) 20.6%

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Level IV (grade equivalent: 6.0-8.9) 23.3%
Level V (grade equivalent: 9.0-10.9) 42.5%
Level VI (grade equivalent: 11.0-12.9) 51.0%

This is a much more realistic picture of the progress made by the adult learners as many of them have learning disabilities and other cognitive deficits. As is evident from the table, the higher the level the higher the completion rate. Over half of adult inmates that are assessed at DOC receiving centers are considered to be functionally illiterate or below the eighth grade level in language, math and reading as defined in §22.1-344.1, Code of Virginia. In the last fiscal year there were approximately 26% of the inmates who tested below the fourth grade level, which provides even more challenges for adult correctional educators. DCE has consistently been able to attain an average of at least one month of educational gain for one month of instruction, despite these challenges.

DCE has an outstanding record with regard to the passing rate of the General Education Development (GED) test. The DCE passing rate for the GED test has exceeded that of the State average consistently. Last year the GED passing rate for DCE was 12% above that of the general population. The DCE is collaborating with the Department of Education in Governor Warner's initiative, "Race to GED", which calls for a doubling of the number of GEDs earned in Virginia by 2006. There is an active effort in place in all of the adult schools to recruit eligible inmates to take the GED. The agency has also instituted a program known as GED Fastrack that combines a number of strategies to expedite preparation for the GED. To date, participants in the DCE Fastrack program have a 90-95% passing rate. In the past fiscal year the GED program exceeded the performance standard set forth in the Executive Agreement.

Library services are provided to the entire prison population in all the major correctional institutions at both juvenile and adult facilities through DCE-operated libraries. Adult inmates in DCE libraries checked out approximately 484,313 books during FY 2004. The DCE Library Coordinator also operates a professional development and cultural diversity lending library.

A wide variety of career and technical programs operate in both the juvenile and adult facilities. During the last fiscal year there were a total of 2,404 juvenile enrollments in career and technical education programs. Of that number, 265 completed courses. The average percentage of tasks completed was 97.7%, with all students completing more than 85% of the course tasks. During the same period there was a total of 5,375 adult enrollments in career and technical programs. Of that number, 1,477 completed programs and 360 completed job titles. The average percentage of tasks completed was 96.6% with 1,444, or 97.7% of the students completing more than 85% of the program tasks. Both adult and juvenile career and technical programs met the performance standards set forth in the Executive Agreement. DCE also offers apprenticeship programs in 31 trade areas at 22 adult correctional facilities and eight trade areas at four juvenile correctional facilities. These programs participants register with the Department of Labor and Industry and comply with all state and federal regulations.

In the juvenile schools there is continuing improvement by students taking the Standards of Learning (SOLs) tests. There were 718 students staffed at the Reception and Diagnostic Center in the 2004-2005 school year. An estimated 1017 daily average population was enrolled in the DCE youth schools. During the past school year all seniors pursuing either their standard or modified standard diploma met the Virginia Department of Education graduation requirements. The students participating in the ISAEP (Individualized Student Alternative Education Program) prepare for the GED as well as meet other requirements related to career/technical education programs. Of the ISAEP students taking their GED since July 2004, 84% have passed the GED. These accomplishments were achieved despite numerous obstacles including the closing of one of the juvenile correctional centers and significant movement of students throughout the juvenile system. The populations at two other juvenile facilities were also completely changed. It is anticipated that once the juvenile correctional system is somewhat stabilized that even more progress can be made. One further challenge facing the juvenile schools is the fact that approximately 45% of the population has one or more identified disabilities, the large majority being either learning disabled or emotionally disturbed.

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In FY 05 DCE adult community corrections programs served 2200 detainees, divertees and parolee/probationers in a variety of programs. Productive Citizenship, a life skills program, is provided at all of the sites. This program is delivered in collaboration with DOC staff and community volunteers. Students in community corrections programs also are offered GED preparation classes. To date, it has been difficult to calculate the number of GEDs earned due to the fact that there was no identifying number given to community corrections that would enable the GEDs to be credited to the DCE. With assistance from the State GED Examiner at DOE an identifying number has been assigned to community corrections so that we will be able to determine outcomes. We estimate that approximately 105 GEDs were earned during calendar year 2004 at adult community corrections sites.

Transition services are offered in both the juvenile and adult schools. The youth transition specialists provide the individualized release preparation services to youth at the eight juvenile facilities including the re-enrollment planning for returning to the public school. In the adult facilities transition specialists teach the Productive Citizenship program at 31 sites.

Cognitive education programs are offered at only ten adult facilities, including institutions and community corrections. The programs teach skills in thinking, decision-making, social interaction, and problem solving. It is hoped that the cognitive education program can be expanded to other sites in the future.

Parenting education programs are offered at six adult institutions. The curriculum used by DCE was written and is taught by a formerly incarcerated parent who now works for the agency. DCE also has copyrighted this program. At three sites, a grant to Virginia Commonwealth University enables graduate students to teach this program for internship credit. It is hoped that this program also can be expanded in the future.

Postsecondary programs are offered at 15 adult institutions. These programs are funded through a federal grant entitled Youthful Offender Transition Grant and scholarships from private foundations. Studies show that inmates that earn college degrees recidivate at a significantly lower rate than those without such credentials. The current federal grant has restrictions on age and length of sentence that impact its availability to a large percent of the population. One positive outcome, however, is that once a class is established for the grantees other inmates may enroll as self-pay. DCE continues to seek grants and other resources to expand this program.

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Productivity

DCE productivity has been consistent despite the lack of adequate maintenance and operations funding. Unfortunately, many programs cannot be expanded due to the fact that maintenance and operations funding currently has to be funded out of vacancy savings. It is anticipated that there will be a significant increase in the adult prison population in the next ten years. Several new prisons are currently under construction. DCE will be unable to continue to provide the quality programs that we currently have in place and we will certainly not be in a position to expand existing programs that have proved effective without additional funding. As new demands have been placed upon our agency, we have not kept pace with funding. In the current year we are anticipating filling additional positions to bring us to 705 (DCE is authorized for 770.5 FTEs, including general and special funded). This will leave us with a significant shortfall in our maintenance and operations funds unless we receive additional funds. In FY 05 we have had to defer some spending even with the vacancy savings.

Adult programs have actually been cut, particularly in career/technical education programs. The closing of Staunton Correctional Center and the freezing of adult positions in order to provide adequate funding for youth school positions have reduced adult programs. At this point we have not had funding dedicated to programs in community corrections' sites, forcing us to spread the existing funds and personnel to cover these programs. We now have comprehensive programs in 30 major institutions, 11 field units, and 21 community corrections sites. The 2005 General Assembly amended our statutory authority to include community corrections; we hope to receive additional funding to enable us to serve more sites in the future.

The DCE youth schools have opted to participate in the Standards of Learning although approximately 45% of the delinquent youth entering the DCE youth schools have been identified as having one or more disabilities. With changes in criminal statutes, there are an increasing number of youthful felons serving sentences in the Department of Juvenile Justice as well. Recently, in response to a Department of Justice directive, the Department of Juvenile Justice has had to develop a plan to separate felons who are 18 or older from the rest of the juvenile correctional population. As the older wards are moved to Culpeper Juvenile Correctional Center, additional adult-oriented programs will be needed, especially in the career/technical education area. These changes have caused instability in all of our programming and the DCE has had to make significant modifications.

The DCE instructional staff has been challenged as well by a very high teacher turnover rate, contributing even more problems to operational consistency in the youth schools. It is anticipated that changes will be soon be completed in the Department of Juvenile Justice, improving the stability of the agency. DCE has developed several strategies to improve teacher retention, including a priority on seeking parity for instructional staff compensation.

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Major Initiatives and Related Progress

- The adult academic division has instituted several major changes since 2000. First, the standard for completion of the functional literacy program has been raised. In order to complete the literacy program previously an inmate would have to score at the 8th grade level in reading only on the Tests for Adult Basic Education or TABE. The policy now requires a score of 8th grade or better on the battery of tests, including math, language, and reading as well as at least an 8th grade score on reading. Initially, literacy program completions dropped; completions have now increased to the previous level. DCE is in the process of adding a basic computer literacy component to its functional literacy program. The curriculum draft has been completed and it is under review.
- A new educational software program, AZTEC, has been purchased for all the adult academic classrooms. This program is aligned to the Test for Adult Basic Education (TABE), the GED, and the new Career Readiness Certificate. Installing a standardized educational software package at all of the schools will provide improved program consistency for the inmates, especially with the transient nature of the population. Training for the teachers should be completed by August 2005 and installation completed by the end of October 2005.
- Beginning in July 2005, students in both the adult academic programs and career/technical education programs who meet certain criteria will qualify to take the WorkKeys assessment. This assessment evaluates work readiness skills. In turn, the results of this assessment will be used to determine if the individual is eligible for the new Career Readiness Certificate (CRC) at either the bronze, silver, or gold level. The CRC is a certificate that is recognized by a significant number of employers in Virginia and is also currently in place in a number of other states as well. We have identified the initial funding for this project but will need to seek additional funds to continue the initiative.
- One major initiative in career/technical education involves the on-going implementation of Industry Certification curricula in both adult and juvenile programs, including construction trade areas, business education areas, small engines, horticulture and CAD drafting. This initiative provides teacher training in industry-based education. The results of this initiative should improve employability of participants upon release.
- Career/technical education is currently revising its transcripts to reflect input from prospective employers within the Commonwealth. This coupled with the division's advisory committee on business and industry serves to keep the programs up-to-date in response to changing needs of the economy.
- Career/technical education (CTE) has developed teacher resource guides for all adult CTE courses, focusing on the length of time to complete each unit of instruction and the materials needed to teach each unit. This resulted in an overall reduction of 14 days in the time it takes to complete adult CTE programs.
- Career/technical education (CTE) division has completed a series of research projects related to impact of education programs on behavior, transition into communities and employment preparedness on inmate participants.
- Each year for the past five years CTE programs have provided a million dollar savings to the Commonwealth through live work projects completed by students under the direction of CTE teachers.
- The adult GED program has made major strides over the past few years. Through the leadership of senior staff, the DCE has established eight regional testing centers. The testing materials are secured at each of these sites and both adult and juvenile schools are assigned to one of these centers. We have expanded testing opportunities through the examiner training and certification of all our librarians and transition specialists as well as additional central office staff.
- The "Race to the GED" initiative of Governor Warner is seeking to double the number of GEDs earned in

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Virginia by 2006. DCE is a partner in this effort and is working to significantly increase the number of GEDs earned in our schools. DCE designed its own logo for the initiative and created posters and banners for all of the schools. We have started a Fastrack GED program to allow eligible inmates and community corrections' participants to earn their GEDs in 90 days. We have an active recruitment process for identifying and testing eligible inmates not currently enrolled in DCE. We have increased testing frequency at almost all sites. Previously we tested on the GED three times a year. Now we are trying to test eligible inmates at least once a month.

- The youth schools have implemented the ISAP (Individualized Student Alternative Education Plan) Program. The ISAP Program is defined as an education program which has been established to serve and assist students between the ages of 16 to 18 who appear unlikely to complete a traditional high school program and are at least one year of credit deficient as compared to their ninth grade class. Students must complete a Career and Technical Educational course and score a minimum of 450 on each of the five subtests on the official GED Practice Test to take the GED test.
- As a part of the Standards of Learning Assessments teachers and administrators have received training in data analysis. We have also introduced a new SOL Tracker Software Program that tracks the appropriate graduation requirement for students enrolled in DCE Youth Schools who participate in SOL testing. The program also provides an overview of the division, school, teacher and student performance on each End of Course and Grade 8 SOL.
- The number of juvenile schools participating in the Fast ForWord educational software program has increased from three to five.
- Several juvenile principals have completed the Virginia Initiative for Technology and Administrative Leadership project.
- DCE has an ongoing Special Education Endorsement Initiative that provides tuition assistance for DCE teachers and administrators to seek endorsements in the areas of emotional disturbance and learning disabilities.
- A new inclusion strategy for students with disabilities has been incorporated at all the juvenile correctional centers.
- An initiative has been undertaken to provide identified teachers at various juvenile schools with coursework for an endorsement in gifted education. A Gifted Plan was submitted to the Department of Education and procedures for identification and instruction of gifted students will begin in September 2005.
- An Assistant Director of Special Education Adult Services has been added to provide expanded direct supervision to special education teachers in the adult correctional facilities. This position will also work with other central office staff on the initiative to screen all incoming adult inmates for learning disabilities.
- The regional school concept has been developed for the adult school system. The concept emerged as a response to the lack of adequate principal positions to serve all of the adult DCE schools. Certain schools that are geographically close are clustered under a principal and assistant principal for administrative leadership.
- Adult instructional leadership has introduced several accountability measures, including:
 - Tracking student contact hours for each school and teacher. A report is submitted quarterly that tracks hours of operations and is signed by both DCE and DOC. A minimum of 1080 hours of student contact or instructional time is required of all teachers.
 - School assessments are carried out by both program and operations staff. A position for Instructional Assistance has been added to provide assistance to principals in remediation of instructional skills of identified

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teachers. This position will also identify best practices in classrooms and work with schools to replicate these.

- School improvement plans are required for each adult school on a biennial basis. Progress reports are to be submitted on a biannual basis.

- The adult enrollment and student tracking system, AESIS, was designed two years ago and is currently undergoing major revisions to better capture needed data. This will also include community corrections data that was previously unavailable.

- DCE has been proactive in assuring that all appropriate staff has been trained in the use of eVA. A phone support system is in place to assist field staff in procurement procedures.

- We have created educational Lans in both the adult and juvenile schools for student use in academic and vocational classrooms.

- DCE is working diligently to gain internet access in the field sites for principals and teachers. At this point, we are 30% complete. Progress includes updating Memoranda of Agreement with both the Department of Corrections and Department of Juvenile Justice, including provisions for internet access in secured areas for teachers and principals.

- DCE has completed a series of research projects that have provided valuable information for program evaluation and review.

Virginia Ranking and Trends

- Adults entering the Virginia correctional system today still have significant educational deficits based upon test results aggregated from receiving centers. It remains difficult, however, to find comparative data with which to assess the DCE adult academic or career/technical programs against those of other states. Most of the studies of program impact involve a small cohort of states selected for a particular study. State correctional education programs have evolved to serve similar purposes but with very unique contexts within the individual states. These differences can complicate the development of comparative data. State programs also differ in program content and assessment measures.

- One uniform standard of assessment is the General Education Development or GED certificate. In calendar year 2004 the DCE passing rate for GED was 79%, the State passing rate was 67%, and the national passing rate was approximately 70%. Historically, DCE students have out-performed both state and national passing rates. One reason we believe we are successful, beyond effective instruction, is the requirement we have for students to attain a certain score on the official GED Practice Test before they are able to take the GED test. In most community-based programs, anyone can take the GED if he or she pays the requisite fee.

- DCE CTE students have consistently surpassed the competency attainment rate set for student completers for the Commonwealth.

- It is difficult to compare our youth school data with national data on public secondary schools. Despite the umbrella federal legislation, No Child Left Behind, each state maintains student data on various populations such as students with disabilities or students who speak English as a Second Language (ESL), in very different ways. Although No Child Left Behind requires standardized assessments, each state has selected its own assessment tool and baseline guidelines. Even finding comparable data within the State has proved to be problematic.

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Customer Trends and Coverage

- Program accountability continues to be a high priority. We anticipate that assessment requirements will continue in both the juvenile and schools based upon both state and federal legislation.
- Technology expansion has driven the agency to increase technology acquisition. As new and emerging technologies are available, it is going to become even more critical that DCE keep at the forefront in order to assure our students have opportunities to stay abreast of these innovations. In order for us to provide quality instruction and the skills both youth and adult offenders need to successfully reintegrate into their communities upon release, we need to keep our instructional staff trained in new technologies as well as provide these technologies in the classroom. In hiring new staff, computer literacy will be a critical factor. In classroom operations, the integration of computer technologies into instructional strategies will be essential.
- VITA has changed the manner in which technology support and technical assistance is provided. VITA has also changed the manner in which technology is purchased. DCE is working to provide a seamless transition to VITA to assure that the technological needs of schools are not interrupted.

Customer Trends and Coverage

- There is an increasing population of English as Second Language (ESL) inmates entering the system. In order to ascertain the level of literacy of these individuals different assessments will be necessary. To that end, DCE has purchased an alternative assessment to the TABE to be used in receiving centers for ESL inmates. Once this has been implemented at the receiving centers the plan is to expand the new assessment to other institutions for ongoing assessment. We will be using a separate assessment in Spanish for those inmates participating in the Hispanic initiative at Lunenburg and Coffeewood Correctional Centers.
- In youth schools there are an increasing number of older juveniles who have been convicted in circuit court and remanded to the juvenile system to serve at least a part of their sentence. These individuals often need a different type of program. They are also required, if 18 years or older, to be separated by sight and sound from the rest of the juvenile correctional population. As a result DCE is called upon to make major adjustments in their educational programming. To date, DCE has introduced a GED program as well as an ISAEP program along with the full high school curriculum.

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Future Direction, Expectations, and Priorities

DCE is continuing to raise its standards for excellence in both the juvenile and adult schools. In the past five years we have increased the functional literacy standard in adult academic programs and expanded the curriculum to include computer literacy as a requirement to attain a functional literacy program completion. We have aligned our adult academic curriculum to the development of workforce readiness skills and made our approach to adult literacy more one of practical application than pure academic theory.

In the youth schools we continue to improve and expand our high school curriculum. We have established separate diploma-awarding high schools at each of the juvenile correctional facilities. We have added music and art curriculums to our academic offerings. There are also post-secondary course offerings at several of the juvenile sites as well as advanced placement courses.

Annually, career and technical education revises its curricula for youth programs to ensure alignment with similar curricula established by the Department of Education. This alignment facilitates the placement and instruction of students received from and transferred public schools.

Qualifications for teacher credentialing continue to expand. The No Child Left Behind legislation has imposed a requirement for “highly qualified staff”. This will increase the competition DCE faces in recruitment and retention of highly qualified staff. Given our existing problem with teacher turnover, particularly in the juvenile system, strategies such as teacher parity have a high priority at DCE. Without consistency in staffing it will be virtually impossible to achieve the outcomes we have imposed upon ourselves or the outcomes or results imposed upon us by legislation or regulations, such as the Standards of Learning or Standards of Accreditation.

The fact that DCE must maintain a certain number of personnel vacancies in order to realize adequate funding for maintenance and operations in the schools means that we often find ourselves understaffed to meet the needs of the agency. Even with vacancy savings we have had to defer expenditures on certain things we find critical to meeting our performance measures. Pursuing full funding for maintenance and operations is another priority of DCE.

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Impediments

The Department of Correctional Education has a number of factors that impact the delivery of services. Modifications have been made in many programs to address these factors. Major impediments to accomplishing our agency goals, however, are three fold:

- Inadequate funding for maintenance and operations
- High teacher turnover rate and increasing competition in the recruitment of “highly qualified teachers and paraprofessionals” as required by No Child Left Behind legislation
- Limited space availability in facilities that limit the opportunities for program expansion

As stated previously, much of the DCE Maintenance and Operations (M & O) needs are currently funded out of vacancy savings. This impairs our ability to fill certain vacancies that are significant in fulfilling our mission. It has also forced principals and instructional staff to defer the purchase of both equipment and curriculum materials that are needed in the classrooms. One of the most detrimental effects of this method of funding M&O needs is that staff is unable to plan appropriately for operations on a long term basis, leaving them to practice reactive rather than proactive planning. We anticipate an increase of approximately 40-45 additional filled positions in the next fiscal year, leaving us with a significant shortfall in M & O funding.

Our teacher turnover rate, especially in the youth schools, is significantly above that of the state average. As more and more is required for teacher licensure both by federal and state legislation and regulation, the recruitment of qualified instructional staff becomes more competitive. Although parity for the DCE teachers was approved in 1998, it has not been fully funded since 2002. We believe that fully funding of parity coupled with other retention strategies will improve the DCE staff retention rate and will allow us to be more competitive in the recruitment and retention of highly qualified staff.

DCE is dependent upon space made available to it by the Department of Corrections (DOC) and the Department of Juvenile Justice (DJJ) for our programs. Often requests are made to DCE to expand our programs but we are unable to do so due to space limitations. Lack of space has resulted in lengthy waiting lists for both academic and career/technical education programs in the adult correctional system. In the juvenile system it becomes even more problematic since these DCE students fall under the compulsory school attendance requisites. DCE continues to explore options with both DOC and DJJ to find additional space for programming.

Agency Background Information

Statutory Authority

- §22.1-340 Code of Virginia-Creation of DCE as a local education agency.
- §22.1-342 Code of Virginia-Maintenance of a general system of schools in the DJJ
- §22.1-344.1 Code of Virginia-Develop a functional literacy program for inmates testing below the eighth-grade level.
- 22.1-345 Code of Virginia-Compliance with state and federal regulations to include:
Chapter 13.2, Title 22.1, Standards of Quality (includes SOL)
22.1-214 Free and appropriate education to youth with disabilities.
IDEA Individuals with Disabilities Act Title VI, Part B, P.L. 105-17, Amendments of 1997 (20 USC 1411-1420, unless otherwise noted)
- ESL Programs, No Child Left Behind of 2001, P.L. 107-110
- §22.1-339-345 Code of Virginia-Provide appropriate and comprehensive educational services in those institutions operated by the Department of Corrections and the Department of Juvenile Justice).
- §22.1-342 Code of Virginia-Establish and maintain a system of schools for persons committed to the Department of Corrections.
- §22.1-253.13:3.B Code of Virginia-Establishes Standards of Accreditation (8 VAC 20-131-100.B) that require schools to provide a minimum of 11 career and technical education courses in at least three major program areas for each accredited secondary school.

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- §22.1-253.13:3.B Code of Virginia.-Establishes Standards of Accreditation (8 VAC 20-131-90.B) that require schools to provide instruction in career and vocational exploration in each middle school.
- §22.1-253.13:3.B Code of Virginia.-Establishes Standards of Accreditation (8 VAC 20-131-100, A-1) that require schools to provide at least three different vocational programs, not courses, that prepare students as a vocational completer.
- §22.1-253.13:1 Code of Virginia.-Standards of Quality that require that Career and Technical Education programs be incorporated within the K through 12 curriculums.
- §22.1-253.13:1 Code of Virginia.-Standards of Quality that require that schools offer competency-based vocational education programs that integrate academic outcomes, career guidance, and job-seeking skills for all secondary students.
- §22.1-254 Code of Virginia-Compulsory School Attendance
- §22.1-254.01 Code of Virginia-Certain students required to attend summer school or after-school sessions.
- §22.1-259 Code of Virginia,-Teachers to keep daily attendance records
- §22.1-299 Code of Virginia, Licensure required of teachers.
- §53.1-32.1. Code of Virginia-Department of Corrections' Classification system; program assignments; mandatory participation.

The academic youth programs/schools receive funding from several grants that require compliance with the No Child Left Behind Act of 2001. Federal funds will be jeopardized if DCE is unable to comply with the statutory requirements.

- Title I, Part D 2004-2005
- Title II, Part A Teacher and Principal Training and Recruiting
- Title II, Part D, Enhancing Education Through Technology (services provided through Central Virginia Technology Consortium)
- Title IV-B, 2002-2003 IDEA
- Title V, Part A, Innovative Programs
- Safe and Drug-Free Schools and Communities Act 2002-2003
- SLIVER Grant
- Comprehensive School Reform (CSR)

Career and Technical Education programs have federal legislation:

- Public Law 105-332, Carl D. Perkins Vocational-Technical Education Act Amendments of 1998 provide partial funding for the agency's technical and career education programs as well as directives on the content and operation of such programs.
- Workplace and Community Transition Training for Incarcerated Youth Offenders grant-P.L. 105-244, Title VIII, Part D, Sec. 821 funds college programs for youthful offenders incarcerated in adult facilities.

Customer Base:

Customer Description	Served	Potential
Adult Academic Enrollments FY 03-04	13,434	20,921
Adult Career/Technical Enrollments FY 03-04	6,788	15,173
Adult Cognitive and Transition Enrollments FY 03-04	4,290	5,487
Adult Human Development FY 03-04	161	169
Juvenile students FY 03-04 (*Potential-depends upon DJJ population)	1,017	0

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Anticipated Changes In Agency Customer Base:

The population in Department of Corrections will expand when the two correctional facilities currently under construction are opened in 2007. DCE is currently developing proposals for supplies and personnel that will be needed at each of the sites. These proposals will need to be included in the biennial budget submitted to the 2006 General Assembly. An expansion is also planned for Deerfield Correctional Center to be completed in 2006.

The Reception and Diagnostic Center of the Department of Juvenile Justice is undergoing construction to add a new building. It is not anticipated that additional juvenile population will be added but DCE may need additional staff to meet the current need for diagnostic testing.

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Agency Products and Services:

Current Products and Services

Adult Academic Programs

- Functional Literacy Program: academic instruction for inmates in adult institutions who have been tested below the eighth-grade level.
- Adult Basic Education: academic instruction for inmates who fail to meet the requirements of FLP eligibility, yet want to receive educational services.
- Special Education: academic services for inmates who are eligible to receive services in compliance to state and federal guidelines.
- General Educational Development (GED): academic instruction for inmates who meet program eligibility requirements.
- Spanish Adult Literacy/Plaza Comunitarias: program in Spanish that will allow Spanish-speaking inmates to receive educational instruction that will be useful upon their return to their native countries.
- Library Services: provides access to information and reading services to all inmates, regardless of institutional security levels
- Work Keys Career Readiness Certificate Assessment (Adult) Proposed: an initiative that will provide inmates training and certification in workforce preparedness.

Adult Community Corrections Programs

- Academics: GED preparation
- Transitional Services and Classes (Productive Citizenship)
- Cognitive Skills and Career Preparation

Career and Technical Education (Juvenile and Adult)

- Career and Technical Education (Juvenile and Adult): training in 36 different trade areas to adult inmates assigned to the state's adult correctional facilities (to include Correctional Field Units, Diversion Centers, and Detention Centers). It also provides 26 different trade areas including 107 individual courses to wards committed to the state's juvenile correctional facilities
- Apprenticeship Program (Juvenile and Adult): provides an opportunity for students to advance their basic trade skills by working in a job setting under the supervision of a skilled tradesman. All apprentices are registered with the Department of Labor and Industry and must comply with all state and federal regulations.
- Transition Program (Youth) and Productive Citizenship Program (Adult): youth program provides individualized release preparation services to youth by identifying each youth's long-term and short-term goals, and creating linkages to community services, prospective employment, and educational opportunities. Adult program teaches the Productive Citizenship program that provides critical transition education to offenders preparing for their release from incarceration.
- Cognitive Programs (Adult): teaches skills in thinking, decision-making, social interaction, and problem-solving designed to enable offenders to function more effectively and make better life choices while incarcerated and in the community.
- Parenting Education Programs (Adult): teaches skills in parenting to offenders at six Adult Institutions.
- Postsecondary Programs (Adult): programs funded through a federal grant and scholarships from private foundations. Currently, some youth are participating in correspondence-style college classes funded by parents and private scholarships.

Youth Academic Programs

- Curriculum & Instruction: provides DOE approved curriculums for all of the core content subjects. These also include a teacher-written DCE Test Bank of questions and correlating Pacing Charts in accordance with the most updated SOL and Blueprints.
- Title I: provides funding for contractual services of School Improvement Specialists. These Specialists provide onsite training for teachers in order to improve the quality of instruction as a means to enhance educational outcomes. Title I also supports parental involvement activities, such as:

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PEATC (Parent Education Advocacy Training Center) training sessions for parents of incarcerated juveniles

Production of videos about school violence, honesty, responsibility and respect.

Informational literature on gang information

Motivational and informative literature distributed to parents

Formation of parent groups

Consultation with AES, a social and mental health service, to provide outreach programs to parents

- **Technical Assistance:** provided to create and maintain quality student portfolios. Student portfolios contain a collection of work reflecting growth and mastery on each of the state's Standards of Learning (SOL) exams. Technical assistance is also provided to new teachers to improve and enhance instructional performance.

- **Instructional Technology:** deployed in juvenile schools to support teaching and learning in all areas of instruction. The Fast ForWord brain-based computer reading program is utilized to increase the reading and oral language skills of students who have the lowest reading levels according to the Woodcock-Johnson/Star Reading tests. Instructional technologies such as science simulation software and data collection technologies are also widely deployed to support instruction. Professional development for teachers and principals in the integration of technology is provided by the instructional technology department.

- **Student Alternative Individual Education Program (ISAEP):** established to serve and assist students who appear unlikely to complete a traditional high school program and are at least one year of credit deficient as compared to their ninth grade class. It provides them with an opportunity to earn alternative high school credentials and to gain vocational experience in a career area.

- **Standards of Learning (SOL) Assessments:** administered during the fall, spring, and summer at each of our youth schools. Students enrolled in Grade 8 and the following End-of-Course classes participate in testing during the 2nd semester of their enrollment.

- **Expedited Retake Sessions:** offered for students who scored between 375 – 399 on their End-of-Course SOL test.

- **Special Education Services:** provides a full continuum of special education services in all juvenile correctional centers. DCE maintains full compliance with state and federal guidelines to include IDEA 2004 and NCLB. Services include identification, eligibility instruction and transition

- **Youth Library Services:** serve as resource centers that offer a variety of materials, programs and services to support the facility's offender programs.

Instructional Leadership

- **DCE Adult School Personnel:** 13 adult principals and 6 adult assistant principals that provide oversight and supervision to 4 Detention Centers, 5 Diversion Centers, 30 Major Institutions, 11 Correctional Units, and 21 Community Corrections programs.

- **Youth School Personnel:** 8 principals and 10 assistant principals providing oversight and supervision to 8 schools.

- **Support Staff Services:** responsible for recording and reporting school data information to the DCE Central Office consistently and with uniformity. There are 38 support staff in the adult schools and 24 support staff in the youth schools. Their general duties include:

1. Support of DCE administrative staff by providing accurate, timely, proficient and professional services in the areas of purchasing and record keeping.
2. Accurate and prompt filing of monthly, quarterly and yearly reports.
3. Review and monitor procurement activities, assist with site and FAACS inventories and provide technical support to managers and staff as requested.
4. Provide administrative support and assistance to the principal and assistant principal, develop and implement office procedures, monitor school budgets, develop tracking system for reports and documentation, schedule meetings, assist with coordinating and or scheduling training and managing students files and reports.

Factors Impacting Agency Products and Services

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- The major factor impacting both juvenile and adult schools is the transfers and release of students. The mid-semester transfer and release of students at juvenile facilities has had an impact on the overall annual performance of local DCE schools. Instability of the juvenile system with facility closings and population changes has created obstacles to operating efficiency and effectiveness. Inmate transfers and release of students in adult facilities has an impact on the completion rates for the Functional Literacy Program and ability of students to complete their GED program. It also impacts the completion of CTE programs in both juvenile and adult schools. Movement of students in and out of segregation or protective custody further exacerbates the negative impact.
- Increases in inmate populations have created lengthy waiting lists at many of the facilities.
- Security lockdowns, inmate movements decrease the amount of instructional time spent with the students that result in decreased educational gains.
- Students entering the adult system often come from regional jails and have no educational data. In order to assess such inmates, teachers must divert their attention from classroom instruction to testing, reducing instructional time.
- The potential loss of Carl D. Perkins funds will have a significant impact on equipment purchases for career/technical education programs in both the adult and juvenile system.
- Although CTE programs have implemented procedures over the past few years to reduce the time for completion of programs, the new Industry-Based curricula in construction trade programs will increase the time for program completion.
- The high turnover rate impacts the ability of DCE to recruit and retain qualified staff. This, in turn, negatively impacts educational gains.
- Shifts in the juvenile correctional population have impacted the types of programs needed. The new “sight and sound separation” issue at DJJ will require that older juveniles convicted in circuit court be housed separately from the rest of the population. As a result, modifications are needed in both academic and CTE programming.
- The re-enrollment process for juveniles who are released impact the manner in which DCE educational programs are constructed and delivered.
- Security issues often impact access to mandated Special Education services.
- Lack of internet access for juveniles impedes full access to quality educational resources.
- Lack of resources for identification and accommodation of disabilities in the adult system.
- Loss of library books due to transfers, releases, or lockdowns.
- DOC censorship of library materials.
- Lack of maintenance and operation funding has impaired both adult and juvenile staff’s ability to appropriately plan for educational material and equipment purchases.
- Lack of adequate staffing at adult community corrections sites.
- Consolidation of information technology services will impact the support of technology in the schools and cause a loss of expertise in maintaining educational software and hardware within DCE schools.
- Potential loss of a significant number of teachers and administrators who are close to retirement eligibility. DCE is attempting to address this through a new Summer Internship Program; redesigning of the Principal Internship Program; and adding a Recruiter/Trainer position. Funding for parity is critical to allowing DCE to be competitive in their recruitment efforts.

Anticipated Changes in Agency Products and Services

- Implementation of the Work Keys Assessment and Career Readiness Certificate initiative for both CTE and academic students who are nearing release and have attained a certain level of literacy.
- Implementation of the Industry-Based curricula in adult and juvenile CTE programs.
- Implementation of the AZTEC software in all adult academic schools and two of the youth schools.
- Administration of the new CASAS assessment for English as Second Language (ESL) inmates entering the DOC system.
- Equipment replacement and upgrade is needed throughout the adult academic system.
- Training at least one certified ProLiteracy Worldwide (formerly Literacy Volunteers of America) trainer at each adult site who will train all the inmate tutors on site.

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- Implementation of a uniform library management software system in both juvenile and adult schools.
- Annual revisions to juvenile course curricula to ensure alignment to Standards of Learning.
- Provision of additional mandated Middle School programs at designated facilities based upon increased numbers of middle school students.
- Implementation changes required by IDEIA 2004
- Implementation of the revised Virginia Alternate Assessment.
- Implementation of the Virginia Grade Level Assessment.
- Meeting the new high school graduation requirements effective in 2007

Agency Financial Resources Summary:

The Department of Correctional Education operates on both general and non-general funds. The most significant source of nongeneral funding is our federal Title I grant. We also receive a number of smaller federal grants that relate to the No Child Left Behind legislation. The adult schools receive federal funding through the Carl D. Perkins Vocational-Technical Act but these funds are shrinking. The Perkins grant is used primarily to fund new equipment purchases for career/technical education programs. A federal grant for providing postsecondary education to certain incarcerated youth offenders under 25 in adult corrections has enabled DCE to collaborate with several community colleges to provide college coursework. This grant was eliminated in the President's budget but Congress restored the legislation. At this point we do not know what level of funding we will receive from any of these federal grants.

Our general funds have undergone net reductions over the last ten years. At the same time that budgets have remained flat new programs, particularly in community corrections, have opened. In order to provide a minimal level of service to these new programs we have had to spread our existing budget and maintain a certain level of vacancies to meet the demand. As stated previously, lack of Maintenance and Operations funding has impaired our ability to plan prospectively for existing and new programs. While we have been successful in doing more with less, we have reached a critical point in which we cannot meet the needs without additional funds.

	<u>Fiscal Year 2007</u>		<u>Fiscal Year 2008</u>	
	General Fund	Nongeneral Fund	General Fund	Nongeneral Fund
Base Budget	\$48,710,885	\$1,836,565	\$48,710,885	\$1,836,565
Changes To Base	\$6,498,307	\$0	\$10,570,239	\$0
AGENCY TOTAL	\$55,209,192	\$1,836,565	\$59,281,124	\$1,836,565

Agency Human Resources Summary:

Human Resources Overview

The Department of Correctional Education currently has an authorized FTE level of 770.55 positions, including 15.5 Nongeneral/federally funded positions. As of July 1, 2005, 671 positions, or 87% of the authorized positions were filled. Approximately 82% of the agency's current employees are directly involved in the instructional process. DCE operates out of 30 major correctional institutions, 11 correctional units, four detention centers, five diversion centers, and 12 day reporting centers in the Department of Corrections. DCE also operates eight schools and one reception and diagnostic center in the Department of Juvenile Justice. In addition, approximately 10% of DCE employees work in the agency's central office in Richmond, including executive, administrative, technical specialists, and support employees.

DCE experiences a turnover rate of approximately 12.6% annually, compared with approximately 10.6% among all agencies statewide. Turnover is consistently highest among Youth School teachers as the recruitment and retention of qualified teachers continues to be a national problem. Each year DCE loses a

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large number of qualified teachers to the Virginia public school system. In order to be able to compete for the limited available and qualified teachers, DCE must be able to offer competitive salaries. DCE has developed several strategies to improve teacher recruitment and retention, including a priority on seeking parity for instructional staff compensation, developing innovative recruitment methods, and reviving the Principal Internship Program.

DCE also has a workforce with a higher mean age (49 years old) than the overall State workforce, and has a large number of employees that are eligible for retirement. These facts will further test the agency's ability to keep an adequate and qualified workforce.

Full-Time Equivalent (FTE) Position Summary

Effective Date:	7/1/2005
Total Authorized Position level	764.55
Vacant Positions	99.55
Non-Classified (Filled).....	3
Full-Time Classified (Filled)	654
Part-Time Classified (Filled)	0
Faculty (Filled)	0
Wage	33.5
Contract Employees	0
Total Human Resource Level	690.5

Factors Impacting Human Resources

- Recruitment and retention of a highly qualified workforce, particularly teachers in the Youth Schools, is an ongoing challenge. DCE will increase efforts to recruit and retain highly qualified educational leaders and instructional staff. To achieve this goal we will strive to provide highly competitive salaries & on-going professional development.
- The fact that DCE must maintain a certain number of personnel vacancies in order to realize adequate funding for maintenance and operations in the schools means that we often find ourselves understaffed to fully meet the needs of the agency.
- The need for knowledgeable and informed managers is an ongoing issue. Training requirements for managers will increase with the Commonwealth's MVP (Managing Virginia Program) management training program, due for implementation in mid-2005. In addition, DCE is adding training requirements for managers, in important areas such as Panel interviewing and Performance Management.
- In addition to highly qualified teachers, the No Child Left Behind legislation requires instructional assistants (paraprofessionals) to also be highly qualified. In order to meet this requirement, DCE Human Resources will soon begin to administer the ParaPro Assessment, approved by the State Board of Education, to assess the qualifications of the Instructional Assistants who do not possess at least an associate degree or the equivalent.
- The difficulty of working in a correctional environment and actual conflict with the culture of DOC and DJJ is a significant contributor to the teacher recruitment and retention problem. Efforts are ongoing to improve the working relationships of DCE schools with our DOC and DJJ hosts.

Anticipated Changes in Human Resources

- Continued periodic compensation studies of teachers, school administrators, and other agency positions will be conducted to keep DCE salaries as competitive as possible within current budget constraints.

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- Qualifications for teacher credentialing continue to expand. The No Child Left Behind legislation has imposed a requirement for “highly qualified staff” on states. This will increase the competition DCE faces in recruitment and retention of highly qualified staff. Given our existing problem with teacher turnover, particularly in the juvenile system, strategies such as teacher parity have a high priority at DCE. Without consistency in staffing it will be virtually impossible to achieve the outcomes we have imposed upon ourselves or the outcomes or results imposed upon us by legislation or regulations, such as the Standards of Learning or Accreditation.
- The Department of Corrections will be opening two new correctional facilities in January 2007, and an expansion is planned for Deerfield Correctional Center. Additional DCE employees will be needed to staff the schools at these facilities.
- DCE will implement a Performance Management upward feedback pilot in 2005, which will provide valuable information to principals, managers and supervisors to help them be better managers. This is expected to eventually improve teacher retention.
- Teacher recruitment and retention problems are expected to continue at the same rate or even grow if DCE is unable to be competitive with salaries.

Agency Information Technology Summary:

Current State / Issues

- DCE has made a concerted effort to put in place those systems and software that directly impact our educational goals and programs. The life of the systems is generally longer because the systems are not used in a production environment.
- DCE has a substantial investment in educational software that is designed to impact our student population directly and increase their learning and cognitive abilities.
- The DCE central office and other administrative technology are refreshed as budget constraints allow (every three to four years if possible) and upgrading software to increase productivity is a goal that requires constant monitoring.
- DCE has several in-house database programs that assist in monitoring personnel, accounts payable, WAM spending and student records.

Factor Impacting Information Technology

- Many of the factors that will impact DCE in the future have to do with the VITA (Virginia Information Technology Agency) and its mandate to change the way the Commonwealth manages and distributes technology.
- DCE will lose much of its technology expertise that has evolved over the years by having a support staff that was involved in educational activities only. Support may not be as readily available from someone unfamiliar with our unique needs and, therefore, it may increase the time needed to remedy some of the problems.
- It would appear that a larger share of the DCE budget will have to be allocated to servicing the hardware technology and that less as a consequence will be available for new equipment and software as necessary. Unlike other local education agencies (LEAs), DCE will have to rely on VITA for technical support.

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Anticipated Changes / Desired State

- DCE will need to receive high quality and timely service from VITA. Response to our widespread field staff will be a major factor in our ability to provide quality educational opportunities to our students.
- DCE will fully implement access to our many programs, business applications and email by having our network systems available on the internet.
- DCE administrative staff in all field locations will have access to the VITA WAN system to allow more productive use of available technology.
- All agency Information Technology Investments will now be under VITA.

Agency Information Technology Investments:

	<u>Cost-Fiscal Year 2007</u>		<u>Cost-Fiscal Year 2008</u>	
	General Fund	Nongeneral Fund	General Fund	Nongeneral Fund
Major IT Projects	\$0	\$0	\$0	\$0
Non-Major IT Projects	\$0	\$0	\$0	\$0
Major IT Procurements	\$0	\$0	\$0	\$0
Non-Major IT Procurements	\$0	\$0	\$0	\$0
Totals	\$0	\$0	\$0	\$0

Agency Goals

Goal #1:

Increase the level of educational gains and achievements of students enrolled in DCE programs.

Goal Summary and Alignment:

This goal focuses on instructional outcomes for students enrolled in both adult and juvenile programs.

Statewide Goals Supported by Goal #1

- Elevate the levels of educational preparedness and attainment of our citizens.

Goal #2:

Increase the workforce preparedness for the 21st century of students enrolled in DCE programs.

Goal Summary and Alignment:

This goal focuses on the educational content of the DCE programs and the application of such content by offenders who are returning to the community.

Statewide Goals Supported by Goal #2

- Be a national leader in the preservation and enhancement of our economy.

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Goal #3:

Manage DCE human & fiscal resources to ensure successful recruitment & retention of highly qualified educational personnel and efficient, effective program operations.

Goal Summary and Alignment:

This goal focuses on the efficient and effective utilization of DCE resources, both fiscal and human, to achieve the educational outcomes desired and to ensure sound management of the agency.

Statewide Goals Supported by Goal #3

- Be recognized as the best-managed state in the nation.

Goal #4:

Improve community reintegration and reduce recidivism through exemplary academic programs, career & technical training and transitional services.

Goal Summary and Alignment:

The main purpose of our agency is to promote public safety through the provision of quality educational services that lead to productive, crime-free citizens. This goal focuses on the purpose through exemplary programming.

Statewide Goals Supported by Goal #4

- Elevate the levels of educational preparedness and attainment of our citizens.
- Inspire and support Virginians toward healthy lives and strong and resilient families.
- Protect the public's safety and security, ensuring a fair and effective system of justice and provide prepared response to emergencies and disasters of all kinds.